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ABSTRACT

The Manitoba Health Education Curriculum focuses on promoting the development of positive lifestyle practices in students from kindergarten through grade nine. The core units of the program are: (1) social-emotional well-being; (2) physical well-being; (3) nutrition; (4) dental health; (5) safety; and (6) environmental health. This overview offers the rationale for developing the program and includes discussions on the present status of health education in Canada, as well as a recapitulation of health education learning theory and current knowledge about the developmental stages of children and adolescents. The structure, goals, and objectives of the program are described. Specific guidelines are offered for both teachers and administrators for the implementaion of the curriculum. Also included are optional units on drug education, and family life education; a scope and sequence chart is given and 12 references are listed. (JD)

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health: overview

interim guide

This guide is subject to revision on the basis of information received from schools. It is expected that modifications will not be in the design of the program. Rather, changes may be made in areas concerning strategies, resource materials, and implementation.

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This interim guide for Health Education is intended to replace the Health curriculum guide for 1967. Health Education is revised from the pilot program of 1981-83 and is the framework upon which health educators may build their health program.

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OVERVIEW

OVERVIEW

INTRODUCTION

Health is a prerequisite for quality living. One needs health to participate in and enjoy leisure activities, sports, the arts; to study, socialize, pursue a career, earn a living and raise a family. Health can be conceptualized as the individual's quality of life on five levels of well-being (physical, social, emotional, cultural and spiritual), as he/she interacts with the environment.

Personal well-being is determined by human biology, the environment, health care organization, and lifestyle behavior. The two most important determiners of quality well-being are environmental influences and one's style of living.

A healthful environment cannot be ensured or controlled by individuals themselves. However, lifestyle behavior can be chosen and modified. Lifestyle includes being aware of the relationship of health habits and behavior, knowing the importance of conserving well-being, and making decisions about habits and behavior that affect personal health. Some lifestyle habits are constructive and promote quality living; others are destructive and hazardous. Destructive personal habits contribute to morbidity and/or mortality, and are known as risk factors. Lifestyle behavior influences one's well-being more significantly than heredity and medical care.

One's lifestyle evolves in an effort to meet needs through activities of daily living; for example, resting and relaxing, avoiding harmful drugs, exercising, eating, disposing of garbage and litter, forming satisfying personal relationships, using procedures to avoid accidents and injury, using health services appropriately, and caring for one's body.

Children begin to express their styles of living from an early age. The practice of health promotion should begin before a child is born and continue from the home into the community. If this process of health promotion were encouraged to spread from home to school and into the community by various means, such as health education, the benefits derived may become proportionally greater than the efforts involved.

It is ironic that in Canada, where we enjoy one of the finest health care schemes in the world, we continue to teach and graduate youth who approach adulthood without the health knowledge, attitudes and skills necessary for healthful living. Youth do not understand the important relationship of positive lifestyle behavior to total health. Nor do they understand the implications of destructive health behavior (pain, suffering, sickness, rising costs of medical care, and poor quality lifestyles, etc.).

Almost two decades ago, the National Education Association stated that:

> "the physical and mental health needs of many children are not being met by the family or any other agency. If a student has difficulties with health or with emotional adjustment, the school can make little progress in encouraging his intel-

lectual development until these problems are solved. The content of health instruction belongs in the school curriculum because such knowledge is necessary, is most efficiently learned in school and no other public agency provides such instruction."[1]

An optimistic view of health education sees the school as a social organization which reinforces quality of living through the teaching of health education programs from a positive promotive approach. Teachers should have increased background in health education and should model health in their own lives.

Health is a value worth teaching and living. Health education's greatest claim for inclusion as a subject in the curriculum lies in its relevance to everyday life.

RATIONALE

PHILOSOPHY

Every child begins life with unique characteristics (genetic inheritance, complex internal body systems, capabilities and potentials) which enable him/her to grow and develop into a responsible, creative, healthy person. However, influences such as the environment, lifestyle practices, human biology and health care organizations affect the child throughout his/her developmental stages. The Manitoba health education program encourages health promotion and disease prevention through a variety of opportunities that actively engage the learner in acquiring health knowledge, attitudes, and health skills conducive to wholistic health and a quality lifestyle.

A lifestyle approach to health education[2] is one that depends on the assumption of individual responsibility and subsequent changes in lifestyle for present and future health. Health education is concerned with presently-established and future patterns of living and thinking. Inherent to this approach is the identification, selection and evaluation of choices concerning lifestyle.

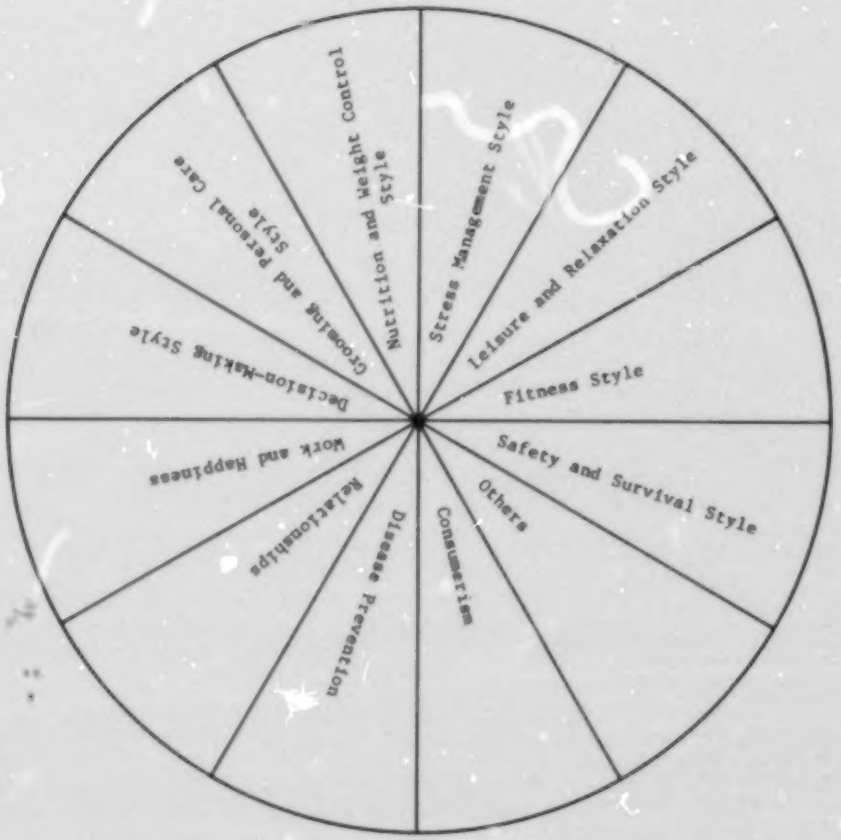
The lifestyle approach to health education provides an organizational framework for a contemporary and meaningful curriculum. Health education should be comprehensive, rather than divided into many unrelated topics, body systems, principles or concepts.

If one were to record and categorize one's activities for a period of time, the categories would represent components of one's total lifestyle.

Each style or pattern includes skills, patterned responses and habits, knowledge and attitudes that characterize a particular style of living. Some lifestyles are constructive and promote quality health. Others include risk factors that are not conducive to health. The curriculum is directed toward promoting positive lifestyle education that, in turn, promotes quality health.

A graphic illustration of lifestyle patterns, adapted from Burt, Meeks and Pottebaum,[3] is included.

LIFESTYLE PATTERNS



STATUS OF HEALTH EDUCATION TODAY

Contemporary health education programs focus more on health concepts, processes, and behavior change than on mere allocation of acts, ideas and generalizations.

It is encouraging to find a growing interest in health education programs across Canada today. Most provinces are revising out-of-date curricula, piloting and launching new programs.

In the past, health education has not been considered an important part of school curricula, for the following reasons:

- the previous entrenchment of a sprinkling of health education classes within physical education programs;
- the attitude in universities and high schools that important subjects are those that count toward graduation and help one get a job;
- the lack of support from school administrators who are concerned with demands on teachers;
- the lack of health advocacy, by governments, health agencies and citizens, to encourage health education in schools;
- the lack of trained health educators to teach, evaluate and promote health education;
- the lack of coordination with communities.

Today, however, major forces encourage the future of health education as a necessary priority within schools. These forces include:

- change in the nature of national health problems;
- rapid acceleration of health care costs;

- rising numbers of visits by youth for medical care, many of which could have been prevented;
- urgency of health problems of youth;
- alarming statistics of youth alienation, loneliness, suicide and depreciated self-worth;
- widespread dissatisfaction with poor quality lifestyle;
- increasing awareness of the importance of conserving health and its relationship to enjoyment of a quality life;
- a move toward correlating lifestyle habits and behavior to optimal well-being;
- re-evaluation of priorities in education;
- re-evaluation and acceptance of the child whose wholistic development toward adulthood is founded on fulfilling human needs--physically, socially, emotionally, spiritually and culturally;
- renewed public interest in health issues, including requests to Departments of Education from medical doctors, health agencies and services, concerned parents and teachers;
- evidence that health education is directly related to sound health;
- increased local initiative by school divisions and community groups in developing health education programs, modules and/or materials, and in recommending that provincial health education programs be revised.

A contemporary health education curriculum should take into consideration the following factors: positive influences that support the curriculum, barriers that might affect its future, field testing, and recent research in the field of health education and educational theory, including health assessments and surveys of Manitoba youth.

Several recent surveys have influenced the approach of the revised curriculum. The survey, Current Status of Health Education Practices in Manitoba Schools: A Survey of Activity in 1976, conducted by the Department of Education in Manitoba schools during 1977,[4] concurred with the Health Education Steering Committee that there was a need for the development of a health-promotive, lifestyle-oriented curriculum.

A 1980 study[5] by the Department of Health identified the following major health problems of Manitoba youth: accidents (vehicle accidents, falls, suicides, burns); drug abuse (smoking, alcohol, sniffing, other drugs); overweight; nutritional deficiencies (iron, calcium, Vitamin D); dental caries and gum disease; teenage pregnancy; venereal disease; mental anguish as a result of changing family structure and child abuse.

The Manitoba Health Assessment Program,[6] conducted in February, 1982, involved 1444 grade five and 1270 grade ten students. It provides information to educators and the public on students' knowledge and

attitudes about health. Grade five findings indicate marginal performance on cognitive test items relating to drug use and abuse, personal management skills, fitness, interpersonal relationships; and unsatisfactory performance relating to food groups, nutrients and balanced meals, environmental factors and health issues, and sensory organs of the body.

The recommendations of the Assessment, applied to K-4 health education studies, and considered to be the responsibility of both the home and school, are focused on the following topics:

- practice of good dental care
- selection of nutritious snacks
- knowledge of balanced meals
- habits of hygiene

Recommendations directed to the school for topics of instructional emphasis include:

- structure, function and care of body organs and systems
- accident prevention
- development of skills that nurture friendship
- positive management of emotions
- effects of alcohol and caffeine
- food classification and selection
- fluoridation of water

Grade ten findings from the Assessment indicate marginal performance on cognitive items relating to personal care of teeth, life support assistance methods, and growth and development. Unsatisfactory performance was indicated on questions relating to:

- food groups and nutrients
- consumer knowledge

- food preparation
- digestion and elimination
- endocrine and reproductive systems
- disease control and prevention

Recommendations apply primarily to grades 7-9 health education programs (and ultimately to the grades 5-7) and are considered to be a school responsibility, reflecting the need for greater instructional emphasis. Some of these relate to:

- the purposes and care of teeth and their contribution to health
- first-aid instruction
- self-image
- food groups and nutrients, nutritional deficiency diseases, food selection and weight control
- balanced meal planning, consumer nutrition knowledge and food preparation
- body systems including the body defence system
- actions and alternatives regarding environmental issues
- the effects of drugs on the fetus
- prevention of disease and promotion of health
- lifestyle practices to improve quality of life

General Recommendations of the committee of health educators, related to the Health Assessment Program and based upon survey summaries, are directed toward encouraging teachers to:

- follow recommended Department of Education time guidelines and spend an appropriate amount of time teaching each content area of the health education curriculum
- update their backgrounds in health education topics through in-services, teacher-training courses, and personal study

It is recommended that the Department of Education prepare a list of health education resource materials that support the curriculum and provide evaluative models and materials to assist teachers in the assessment of student lifestyle practices.

The National Health Education Knowledge Survey[7] describes a study conducted in 1982-83 by the Social Program Evaluation Group of Queen's University to determine what young Canadians know about healthy living. The purpose of the study was to provide a solid base of information which would suggest further initiatives to be taken to improve the health knowledge of Canadian youth.

Three representative age groups (9-, 12- and 15-year-olds) participated in the study. Natural units of classrooms of students in grades four, seven and ten were selected across Canada. The study was concerned with the knowledge students have about specific health concepts and topics such as nutrition and dental health. A 97 percent return rate was realized.

The national scores included total survey scores (percentage correct), single item scores and scores for each health topic. The following table presents the national scores for grades four, seven and ten as expressed by percentages of correct responses for all items combined.

TABLE I[8]

National Scores

Grade 4	Grade 7	Grade 10
52.8%	52.9%	49.1%

TABLE II

Manitoba Scores

Grade 4	Grade 7	Grade 10
61%	53.4%	51.7%

Data compiled from Tables 2, 3, 7 in Canada Health Knowledge Survey: 9, 12 and 15 Year Olds 1982-83, Manitoba Findings.

Whereas Manitoba total scores (Table II) indicate a slightly higher achievement than national scores, it appears safe to say generally that the scores indicate a real need for improvement and the necessity for strategies to improve the teaching of many basic health concepts, principles and facts. The grade ten score is particularly low, suggesting that many students are approaching adulthood without the necessary knowledge for healthful living.

HEALTH EDUCATION LEARNING THEORY

"Learning is a change in the individual, due to the interaction between that individual and his environment, which fills a need and makes him more capable of dealing adequately with his environment."[9]

The Manitoba health education program has been designed to take into consideration learning theories and practice, developmental theories and approaches to contemporary health education.

The conceptual approach has been used in recent years to improve personal health knowledge, attitudes and behavior. Children arrive at their own concepts through an active thinking process, building on ideas until the whole picture is in place.

Process learning includes the development of skills, such as observing, classifying, recording, graphing, analyzing, generalizing and proposing solutions to problems.

The Health Belief model[10] was originally formulated to explain preventive health behavior. This model postulates that health behavior of all kinds is related to the general beliefs that one is susceptible to health problems, that health problems generally have undesirable consequences and, that while such problems and consequences usually are preventable, there are barriers or costs to overcome.

The model is an example of an expectancy-theory approach to health behavior. It views a person's actions as being related to his/her subjective desire to lower susceptibility to and the severity of a particular health problem, and to his/her estimation of the action's benefits and costs. The application of the Health Belief Model to school health attempts to affect students' health beliefs positively in the short-run, with relation to perceived susceptibility, perceived seriousness and preventability, thereby increasing the probability of appropriate health behavior. With constant reinforcement throughout elementary and junior school, it is believed that health beliefs probably will be long lasting.[11] The model assumes that in order for individuals to take action to avoid a disease, they must believe the following:

- they are personally susceptible to the disease
- contracting the disease would affect their lives, at least moderately severely
- taking a particular action would, in fact, reduce their susceptibility to the disease

The focus of the Manitoba Health Education curriculum, that of promoting the development of positive lifestyle practices, is concordant with the Health Belief Model in that it applies the theory of the Health Belief Model. A positive approach has been taken to promote health and prevent disease. The Manitoba Health Education curriculum stresses that students:

- assess personal well-being
- identify positive and/or destructive health behavior
- relate the importance of healthful practices to well-being
- identify community supports that can assist students in improving health practice
- propose personal health goals
- design personal action plans to improve and/or maintain healthful living and positive life-style practice

DEVELOPMENTAL STAGES OF CHILDREN AND ADOLESCENTS

Childhood, a developmental lifestage of children ages 6-12, can be described as a "learning the ropes" period. Throughout this lifestage, the school child develops and gradually matures into a healthy adolescent.

The potential for achievement of the child's wholistic development is related to the satisfaction of felt needs. Such basic human needs as described by Maslow are:

- biological needs
- safety, security and trust in relationships and community
- a feeling that one belongs, is accepted, cared for and valued
- a feeling of success
- feeling adequate, self-confident and good about oneself
- becoming self-directed, self-reliant, self-motivated and self-assuming for skill competencies (including health and behavior needs)

Children attain optimal well-being when they are able to develop skills, attitudes, and knowledge that allow them to realize their basic needs. Children who are unable to develop basic health levels suffer from minor illnesses and are less effective learners.

The developmental tasks of middle childhood (ages 6-12) can be summarized as follows:

- building wholesome attitudes toward oneself as a growing organism
- learning to get along with peers
- learning an appropriate social role
- developing fundamental skills in reading, writing and calculating
- developing concepts necessary for everyday living
- developing conscience, morality and a scale of values
- achieving personal independence
- developing attitudes toward social groups and institutions
- learning physical skills necessary for ordinary games

The potential for achievement of the adolescents' wholistic development is also related to satisfaction of felt needs. Mitchell outlines the following adolescent needs:

- the need for self-importance. Adolescents need to feel that they hold significance and possess a special noteworthiness unique to them if they are to have feelings of self-worth.
- the need for introspection and self-analysis. Adolescents need time to evaluate, analyze and

inspect self to establish a personal identity.

- the need to sample identities. The adolescent must experiment with various social roles and test different aspects of his/her own personality as he/she forms a personal identity.
- the need to make a difference. The adolescent has a need to be recognized, esteemed, appreciated, to feel that he/she makes a difference.
- the need for primal assertion. The adolescent has a need to establish the primacy of self and to master the environment.
- the need for intimacy. The adolescent needs to be loved and respected and to be involved in close personal relationships.

The primary task of adolescence is to establish an identity.

The developmental tasks of adolescence are:

- achieving new and more mature relations with age-mates of both sexes
- achieving a masculine or feminine social role
- accepting one's physique and using the body effectively
- achieving emotional independence from parents and other adults
- preparing for marriage and family life
- preparing for an economic career
- acquiring a set of values and an ethical system as a guide to behavior
- desiring and achieving socially responsible behavior

All of the tasks to be learned are ones that promote healthful living and satisfactory growth and development. Failure to meet tasks may delay progress toward adolescence and/or adulthood. Arrest of developmental processes upsets the child, leading to deprivation and ill-health. Incomplete development also hinders the development of future stages, so that a child often adjusts by developing personality and behavioral aberrations and poor quality health behavior. Acquiring health skills occurs most efficiently when the child is sufficiently mature for a particular learning experience.

STRUCTURE OF THE PROGRAM

Over the years, many different health topics have been included in the discipline of health education. In the Manitoba Health Education curriculum, the core program is composed of interrelated units, developed from kindergarten through grade nine. The units are:

- Social-Emotional Well-Being
- Physical Well-Being
- Nutrition
- Dental Health
- Safety
- Environmental Health

Two optional units in preparation and/or in piloting during 1983-1984 are Drug Education and Family Life Education. Each optional unit will require the prerequisite unit, Social-Emotional Well-Being. In-servicing is required for the optional units.

There is consistency in the development of each unit from K-9. Concepts are used as section organizers and are numbered; e.g., 1.0 Personal Development, 2.0 Relationships, 3.0 Promoting Positive Lifestyle Practices. Each numbered section includes several student objectives with a variety of student activities from which to choose. The teacher can select those

activities best suited to meet the needs, interests and abilities of the class. This format allows for concept development and reinforcement of learning.

The summary section, found at the end of each unit for each grade, Promoting Positive Lifestyle Practices, has been designed to reinforce healthful living. It includes activities to help the learner become aware of the relationships of health practices to total health (usually in the form of a personal assessment of health practices), know the importance of conserving well-being (at the individual and community level) and make responsible decisions that promote personal and community health (through the setting of health goals, and proposing and practicing health action plans).

The self-assessment activities can create interest when used to introduce a unit of work. Health enhancement and problem-solving activities in this summary section lend support to evaluative procedures.

Four themes run throughout the curriculum: self-concept enhancement, growth and development, decision-making, and lifestyle practices.

In order to foster students' abilities to make intelligent decisions that maintain and/or promote healthy lifestyles, considerable emphasis is given to help students at all levels to:

- think critically and develop decision-making skills
- build positive self-concepts
- develop self-responsibility
- recognize, cope with and reduce harmful stress or undesired peer pressure
- assess personal lifestyles and recognize the relation of lifestyle practices to health
- recognize healthful living as a value and adopt positive health practices
- use home, school and community resources more effectively
- develop short-term and long-range health goals
- plan courses of action to improve and/or maintain quality health and a healthy lifestyle

GOALS AND OBJECTIVES

The primary aim of the curriculum is to promote optimal individual and community well-being and lifestyle practices conducive to health throughout life.

PROGRAM GOALS

The program goals of the new Health Education curriculum are designed to help students:

1. understand basic health concepts, attitudes, and skills that promote and maintain well-being.
2. acquire skills that promote quality health and positive lifestyle practices.
3. be motivated to adopt lifestyle practices that promote and maintain well-being.
4. increase self-concept and personal development.
5. recognize the importance of human relations to well-being.
6. develop interests in health services and careers.

UNIT GOALS

The unit goals, or sub-goals, of the Health Education curriculum are designed to help students:

1. enhance self-awareness and increase skills that promote personal development and successful relationships.
2. increase awareness of body systems and adopt lifestyle practices that promote and maintain physical well-being.
3. develop proficiency in making food choices that maintain and promote well-being.
4. develop proficiency in applying dental concepts, attitudes and skills that maintain and promote dental well-being.
5. practice safety and survival procedures that promote individual and community well-being.
6. understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources.
7. understand the importance of the role of the family as a social unit and the importance of making responsible decisions concerning human sexuality. (Optional unit: Family Life Education in pilot 1983-84.)
8. adopt appropriate lifestyle behavior regarding hazardous products, chemicals and drugs. (Optional unit: Drug Education in development and pilot 1983-84.)

OBJECTIVES

The objectives of the Health Educational curriculum are to encourage students to:

<u>Kindergarten</u>

Social-Emotional Well-Being:

. know that everyone is special.
. know that some special qualities can or cannot be changed.
. identify ways that children develop.
. know that people experience a variety of emotions.
. identify activities that friends do together.
. participate in activities with a classmate.
. recognize that everyone has jobs and tasks to do.
. demonstrate tasks that promote healthful living at home and at school.
. demonstrate ways that friends and families work and play together.

Physical Well-Being:

. know the main senses that are used to collect information about the world.
. appreciate the role of the senses.
. observe changes in objects, using the five senses.
. know ways to care for the sense organs.
. recognize that well-being is observable.
. practice habits that promote well-being.
. be aware that sleep and rest contribute to well-being.
. demonstrate how physical activity contributes to well-being. (OPTIONAL)
. recognize that daily activities affect well-being.
. know resources that support the well-being of children.
. demonstrate regular routines for healthful living.

Nutrition:

. recognize foods and non-foods, using the senses.
. recognize a variety of foods within the fruit and vegetable food group.
. recognize a variety of foods within the bread and cereal food group.

- recognize a variety of foods within the milk and milk products group.
- recognize a variety of foods within the meats, fish, poultry, and alternates group.
- describe how a food can change in taste, texture and appearance.
- recognize a variety of foods that are salted.
- classify food into four food groups using color-coding.
- relate that food supplies energy to the body.
- select food samples to illustrate four food groups.
- recognize foods that are nutritious.
- identify feelings about foods. (OPTIONAL)
- assess a breakfast or a snack choice.
- discuss the importance of good eating habits.
- identify some community resource people related to nutrition.
- propose nutrition goals to improve health.

Dental Health:

- know the importance of teeth.
- identify primary and permanent teeth.
- know the functions of primary and permanent teeth.
- identify the eruption of permanent teeth.
- recognize factors that contribute to dental decay.
- recognize hazards that contribute to dental problems.
- identify appropriate dental practices.
- identify and utilize community health resources.
- propose ways to improve and maintain dental health.

Safety:

- know personal identity facts.
- know safety rules about walking or riding in traffic.
- demonstrate personal safety practices.
- know ways to behave safely around buses.
- demonstrate school bus safety practices.

- recognize safety symbols and signs.
- identify examples of potential hazards in the environment.
- identify examples of risks.
- recognize the consequences of taking risks.
- identify safe personal practices.
- know the importance of following safety rules.
- identify community safety helpers.
- propose safety goals to promote well-being and carry them out.

Environmental Health:

- know the factors that contribute to a clean environment.
- know that the environment consists of visible and invisible objects.
- understand how illness influences feelings and actions.
- know environmental factors that cause illness.
- be aware of habits that can affect health.
- know behavior that contributes to health and a healthful environment.
- know that health workers promote community health.
- know the importance of personal hygiene practices.
- propose goals to promote a healthful environment.
- demonstrate behavior that promotes health and a healthful environment.

Grade One

Social-Emotional Well-Being:

- identify how each individual is special.
- identify ways that children grow and change.
- recognize that individuals have similarities and differences.

- identify a variety of emotions th t individuals experience.
- recognize that everyone experiences positive and negative feelings.
- recognize that emotions can be handled in different ways.
- identify ways to get along with others.
- identify ways to become more responsible.
- discuss the importance of becoming more responsible for personal well-being.
- initiate and demonstrate a responsible health behavior.

Physical Well-Being:

- identify objects using the sense of touch.
- know common body parts that receive and interpret the sense of touch.
- recognize the importance of touch.
- identify objects using the sense of smell.
- recognize the importance of the sense of smell.
- know the parts of the body that receive and interpret the sense of smell.
- investigate objects using the sense of taste.
- recognize the importance of the sense of taste.
- know the parts of the body that receive taste stimuli.
- identify ways to care for the sense of touch.
- identify ways to care for the sense of smell.
- identify ways to care for the sense of taste.
- describe ways to promote well-being.
- describe the importance of being responsible for personal well-being.
- know community resources that promote health of children.
- demonstrate ways to improve and maintain physical well-being.

Nutrition:

- identify sources of plant foods.
- identify animal food sources.
- recognize that foods exist in a variety of forms.
- recognize that foods are classified into groups.
- plan and prepare a nutritious snack.
- appreciate familiar and unfamiliar foods. (OPTIONAL)
- identify nutritional snack habits.
- recognize the importance of food selection.
- propose nutrition goals to improve health.

Dental Health:

- identify primary and permanent teeth.
- know the functions of primary and permanent teeth.
- identify the eruption of permanent teeth.
- identify factors that contribute to dental decay.
- demonstrate a correct way to brush and floss teeth.
- recognize community dental health helpers.
- describe the importance of caring for the teeth and mouth.
- propose short-term goals to improve oral health and put them into practice.

Safety:

- identify the components of an accident.
- know how to deal with common playground hazards.
- know how to deal with common school hazards.
- know school bus safety procedures.
- know the importance of using seat belts.
- be aware of hazards in the home that can result in burns.
- identify hazards in the home and how to behave around them.
- know how to exit safely from a burning building.

- know the consequences of playing with matches.
- know safety rules to follow in the event of a burn and/or fire.
- demonstrate how to treat a simple burn correctly.
- assess personal safety practices if clothes catch on fire.
- know the importance of practicing safe behavior.
- know how to contact help in an emergency.
- propose safety goals that promote a healthy lifestyle.

Environmental Health:

- recognize how environmental factors influence total health.
- recognize how health habits can contribute to or prevent disease.
- identify common signals of illness.
- identify body defences that protect against disease.
- know positive health habits that prevent disease.
- identify ways in which individuals can be responsible for an environment that promotes total health.
- know the importance of practicing positive health habits.
- identify community health helpers.
- propose ways to improve personal and community health and carry them out.

Grade Two

Social-Emotional Well-BEing:

- describe ways that individuals are special.
- recognize individuality of self and others.
- recognize that there are acceptable and unacceptable ways of expressing emotions.
- identify personal qualities that promote friendship.
- describe ways to be a friend.
- identify new responsibilities and tasks.
- discuss the importance of becoming more responsible.
- propose goal statements to improve social or emotional well-being.
- initiate and demonstrate a responsible social or emotional health behavior.

Physical Well-Being:

- locate the organ of sight.
- discover the importance of the eyes.
- know the basic structure and function of the eye.
- identify the relationship of the eye to the brain. (OPTIONAL)
- identify how the body protects the organ of sight.
- locate the organ of hearing.
- discover the importance of hearing.
- know the basic structure and function of the ear.
- identify how the body protects the organ of hearing.
- recognize malfunctions of eyes and ears.
- recognize hazards to eyes and ways to prevent disease or malfunction.
- recognize hazards to ears and ways to prevent disease or malfunction.
- assess behavior that indicates correct care of eyes and ears.
- know the importance of caring for eyes and ears.
- know community health helpers who promote healthy sight and hearing of children.
- propose goals to promote optimal sight and hearing.

Nutrition:

- recognize a variety of breads and cereals.
- recognize milk in a variety of forms.
- classify foods into four food groups.
- select a lunch that is balanced.
- recognize how a food can be prepared to illustrate

cultural differences.
- assess nutrition choices.
- understand the importance of food to well-being.
- discuss nutrition goals to improve health.

Dental Health:

- recognize the eruption sequence of teeth.
- know what plaque is and where it is commonly located.
- identify foods that contribute to decay.
- identify potential dental hazards and risks.
- know preventive measures that reduce dental injury.
- identify dentally safe snacks.
- identify fibrous foods that help to clear debris from teeth.
- compare the effectiveness of various teeth-cleaning methods.
- assess dental habits and skills.
- identify reasons for improving dental habits and skills.
- identify community supports that assist the individual in improving dental health.
- identify goals to improve and maintain dental health.

Safety:

- know symbols of hazardous products and their meanings.
- recognize common, hazardous, household products.
- know how hazardous products are stored and disposed.
- know the consequences of misusing hazardous products.
- know how to deal with common hazards at school or in the community.
- demonstrate safe biking behavior.
- identify safe behavior to follow if approached by a stranger.
- identify ways to act safely in emergencies.
- identify and assess safety knowledge.

- understand the importance of practicing safe behavior.
- identify community safety helpers.
- propose safety goals that promote well-being.

Environmental Health:

- identify the importance of air, water and soil to total health.
- identify ways in which people spoil air, water and soil.
- identify ways to conserve water in daily living.
- recognize ways that diseases are transmitted.
- know ways to prevent the spread of disease.
- identify health workers and services in the community that prevent disease.
- know the importance of practicing positive health habits.
- propose ways to improve personal and community health and carry them out.

Grade Three

Social-Emotional Well-Being:

- identify ways to promote a positive self-concept.
- identify ways that the family assists its members to grow and develop.
- recognize that there are acceptable and unacceptable ways of expressing emotions.
- recognize the importance of friends and groups.
- show interest in others.
- assess personal characteristics.
- know the importance of handling the expression of emotion appropriately.
- initiate and demonstrate a responsible social-emotional health behavior.
- propose goals to improve a health behavior.

Physical Well-Being:

- know the location, shape and size of major body organs.
- know the structure and function of major body organs.
- appreciate the importance of major body organs.
- be aware that body organs may malfunction.
- recognize that personal care promotes well-being.
- investigate growth patterns of children.
- know that nutrition and exercise are important for growth.
- demonstrate activities that promote physical well-being and fitness.
- assess personal physical fitness of the body.
- describe the importance of taking care of major body organs.
- identify ways to promote and maintain optimal physical well-being.

Nutrition:

- recognize a variety of fat-rich foods.
- classify foods into the four food groups.
- recognize the importance of food groups to well-being.
- select foods from the four food groups to make a balanced meal.
- describe components of a balanced breakfast.
- identify factors that influence food choices.
- assess personal eating patterns.
- discuss the importance of nutrition to health.
- propose nutrition goals to promote health.

Dental Health:

- recognize the eruption sequences of teeth.
- discuss the importance of the primary teeth.

- identify the structure and related function of a tooth.
- identify the major types of teeth and their functions.
- understand the role of food in tooth decay.
- understand that fluoride makes tooth enamel more resistant to decay.
- recognize dental products that are effective in preventing dental decay.
- assess dental care practices.
- identify the various methods of treatment provided by dental workers.
- know reasons for improving dental habits.
- identify community supports to assist in maintaining and improving dental health.
- propose goals and develop a plan to improve and maintain dental health.

Safety:

- identify the components of an accident.
- propose ways to correct unsafe situations.
- investigate examples of potential scald and burn accidents in the home, at school, and in the community.
- identify safety behavior to follow to prevent burn accidents.
- know correct first-aid procedures if clothes catch on fire.
- identify correct treatment for scalds and burns.
- know the meaning and importance of medicines.
- distinguish between prescription and over-the-counter medicines.
- know safety rules related to the use of medicines.
- know the consequences of inhaling vapors from dangerous chemical products.
- assess safety practices at home, school or in the community.
- understand the importance of correcting unsafe behavior.

. propose goal statements to promote a safe lifestyle.
. propose a plan of action to correct an unsafe behavior.

Environmental Health:

. identify the nature and scope of pollution.
. know location and types of litter.
. recognize common childhood diseases and their effects.
. know responsible behavior when ill.
. know ways to prevent illness and the spread of disease.
. identify individuals that promote environmental health.
. recognize the importance of promoting personal and environmental health.
. propose goals to improve personal health practices.
. propose a plan of action to improve personal and/or environmental health and carry it out.

Grade Four

Social-Emotional Well-BEing:

. demonstrate an appreciation of oneself.
. recognize that people make many daily decisions.
. know steps in decision making.
. identify positive qualities of a friend.
. recognize that there are acceptable and unacceptable ways of expressing emotion.
. discuss ways to handle feelings about loss or death. (OPTIONAL)
. recognize that individuals communicate verbally and non-verbally.
. assess personal attributes.
. demonstrate how to make thoughtful decisions.
. recognize the importance of making thoughtful health decisions.
. propose goals to improve a health behavior.

Physical Well-Being:

. identify the organs of the circulatory system.
. know basic structure and function of the circulatory system.
. appreciate the importance of the circulatory system to well-being.
. know that the blood circulates.
. recognize the importance of exercises that strengthen and improve heart and lungs.
. know risk factors that contribute to heart disease.
. know the effect of exercise on the body.
. practice ways to provide the body with rest and relaxation.
. identify the importance of good posture to well-being.
. identify practices that promote heart health.
. know the importance of practicing habits that promote heart health.
. propose personal goals to improve or maintain heart health.

Nutrition:

. recognize locations of major food growing areas in Manitoba and people involved in food production.
. know characteristics of new or unfamiliar foods.
. know the importance of following Canada's Food Guide.
. identify the major nutrients within food groups.
. apply nutrition principles to meal planning.
. know components and importance of a nutritious breakfast.
. differentiate between acceptable and unacceptable snack foods.
. recognize the four types of taste. (OPTIONAL)
. recognize variations within a food type.
. evaluate a variety of breakfast cereals, using given criteria.

- recognize factors that influence eating habits and health.
- propose nutrition goals to improve lifestyle and health.

Dental Health:

- know the importance of healthy teeth.
- be aware of the relationship between dental health and social relationships.
- relate how dental changes affect an individual.
- know how to brush and floss.
- identify ways to promote dental health.
- assess dental care behavior.
- know the importance of maintaining and improving dental health.
- identify the family's role in maintaining and improving dental health.
- propose goal statements and develop a plan of action to improve dental health.

Safety:

- know the definitions of hazard, risk, responsibility and accident.
- know how to prevent accidents.
- identify highly hazardous environments.
- know hazards and risks involved in water areas.
- know rules for safe recreational use of water areas.
- analyze a playground accident.
- know the importance of seeking adult help in an emergency.
- know the major importance of first aid.
- know correct first-aid measures for minor injuries.
- demonstrate correct first-aid procedures for a minor injury.
- assess personal safety lifestyle practices.

- identify the importance of community safety promoters.
- propose ways to reduce personal risk and promote safe living.

Environmental Health:

- understand the dangers of using unsafe water.
- recognize the major causes of unsafe water.
- identify the characteristics of sound which make it pleasant or unpleasant.
- classify a variety of sounds.
- recognize the effects of sound on an individual's health.
- recognize the differences between communicable and chronic diseases.
- know common routes of entry of germs into the body.
- know how the body defends itself against disease.
- identify responsible actions that promote a healthful environment.
- know the importance of community and individual health promotion practices.
- propose goals to promote individual and environmental health.
- design a plan of action to promote individual and/or environmental health.

Grade Five

Social-Emotional Well-Being:

- identify characteristics about self to increase awareness of self and others.
- apply the steps in decision making.
- recognize that stereotyping may affect self-concept. (OPTIONAL)
- describe responsibilities of being a friend to someone.

- demonstrate effective communication skills.
- explore personal qualities and attributes.
- identify personal qualities that require improvement or maintenance.
- recognize the importance of communication and decision making to health.
- propose goals to improve personal well-being.

Physical Well-Being:

- locate the main respiratory organs.
- know the structure and function of the respiratory system.
- recognize the importance of breathing to life.
- know common malfunctions of the respiratory system.
- recognize that carbon dioxide is a body waste. (OPTIONAL)
- locate the main excretory organs. (OPTIONAL)
- know the structure and function of the excretory system. (OPTIONAL)
- identify the importance of the excretory system. (OPTIONAL)
- identify disorders of the excretory system. (OPTIONAL)
- know how to take responsibility in a respiratory emergency.
- know body defences of the respiratory system.
- recognize how phenomena influence breathing. (OPTIONAL)
- assess personal respiratory fitness.
- identify the importance of caring for the respiratory system.
- know community resource persons that work with respiratory health.
- propose goals or an action plan to maintain and/or improve respiratory fitness.

Nutrition:

- analyze a variety of foods for major nutrients.
- know the importance of major nutrients.
- identify the major and accessory organs of digestion and their functions.
- know the importance of digestive processes.
- demonstrate physical changes of the digestive system.
- demonstrate chemical changes of the digestive system.
- know the importance of the intestines in digestion.
- propose criteria for a nutritious drink.
- identify factors that influence digestion and well-being.
- know the importance of digestion to well-being.
- recognize community resources that provide reliable nutrition information.
- propose ways to promote a healthful nutrition lifestyle.

Dental Health:

- identify characteristics of the mouth.
- know dental terms related to dental health. (OPTIONAL)
- know factors of plaque formation.
- identify bacterial growth in plaque.
- know the process of dental decay.
- be aware of the importance of selecting and using products that promote dental health.
- know signals that indicate dental disease.
- assess personal dental habits.
- identify ways to be responsible for promoting dental health.
- propose short- and long-term goals to promote personal dental health.
- design a plan of action to improve dental health, and carry it out.

Safety:

- identify causes of home fires.
- identify the signs of a fire.
- demonstrate procedures to follow in the event of a house fire.
- prepare a fire exit plan for home.
- know the steps to follow if clothing catches on fire.
- discuss individual responsibility for preventing fires.
- understand the meaning of traffic signs and signals and their importance to a cyclist.
- identify traffic risks, hazards and consequences.
- know the importance of wearing seat belts in cars.
- assess safety habits and knowledge.
- identify community fire prevention workers.
- propose goals to improve personal safety.
- design a plan of action to improve personal safety.

Environmental Health:

- know the sources of air pollution.
- recognize the effects of air pollution on an individual's health and the environment.
- identify common commercial products that can pollute the air and affect health.
- distinguish between communicable and non-communicable diseases.
- recognize kinds of microbes and how they can invade the body.
- identify ways that the body defends itself against disease.
- know the importance of having recommended immunization and medical care.
- know health products used to assist the body to fight disease or prevent disease.
- assess personal health habits or practices.
- recognize the importance of reducing and/or preventing air pollution.
- propose goals to improve personal and environmental health.
- propose a plan of action to promote personal and/or environmental health.

Grade Six

Social-Emotional Well-Being:

- demonstrate an increased awareness of self and others.
- demonstrate how to make thoughtful decisions.
- recognize that individuals may be influenced by others.
- identify common situations involving passive, aggressive and assertive behavior.
- identify the benefits of being assertive.
- know ways to be assertive verbally and non-verbally.
- demonstrate ways to be more assertive in handling outside influences.
- assess personal attributes and qualities.
- be aware of the relationship between practicing positive lifestyle behavior and health.
- analyze case studies dealing with relationships.
- participate in a self-improvement project.

Physical Well-Being:

- locate the main parts of the nervous system.
- recognize the importance of the nervous system to well-being.
- know the structure and function of the nervous system.
- investigate how nerves carry messages.
- recognize malfunctions of the nervous system.
- locate the main endocrine glands of the body.

- know the major endocrine glands and their basic functions.
- recognize the importance of hormones to well-being.
- identify optical illusions in the everyday world.
- recognize the effects of personal health practices on physical fitness.
- assess personal well-being.
- know the importance of caring for the nervous system.
- propose goals to promote the optimal well-being of the nervous system.

Nutrition:

- know the function of digestion.
- recognize the importance of the major nutrients to well-being.
- recognize the role of the important nutrients to well-being.
- classify foods into food groups based on nutrient content.
- identify foods rich in important vitamins and minerals.
- analyze nutrients in foods. (OPTIONAL)
- analyze food choices.
- assess personal nutrition lifestyle.
- recognize the relationship of food choices to well-being.
- propose nutrition goals to improve health.
- propose a plan of action to improve nutrition lifestyle and health.

Dental Health:

- know characteristics of the mouth.
- recognize and locate plaque on teeth and gums.
- know the consequences of a plaque build-up on the teeth.

- explain the relationship between plaque, sugar and dental disease.
- know common dental diseases and their consequences.
- analyze accidents which may present risks to teeth.
- know dental products and practices that are effective in maintaining good dental health.
- assess dental practices.
- recognize community supports that promote dental health.
- propose goals to improve dental health.
- design a plan of action to improve and maintain dental health.

Safety:

- know common accidents of school-aged children.
- know the importance of first aid.
- explain the correct procedure for emergency situations.
- demonstrate how to assess breathing and assist in situations of breathing cessation.
- demonstrate correct first-aid skills to stop bleeding.
- demonstrate correct first aid to treat and prevent burn and scald injuries.
- know how to treat an insect bite.
- demonstrate how to treat poisoning.
- demonstrate how to treat a person who has fainted.
- assess personal first-aid skills.
- identify organizations and professionals who train, prepare and deliver first aid.
- recognize the importance of individual responsibility in community safety.
- propose goal statements to promote a safety lifestyle.
- design a plan of action to promote safety and well-being.

Environmental Health:

- know methods and procedures used to safeguard water supplies.

- know methods and procedures used by a community to treat sewage.
- recognize the kinds and volume of solid wastes produced at home and at school.
- recognize major litter sites in a community.
- know some common communicable diseases of childhood.
- recognize individual and community efforts to prevent the spread of communicable diseases.
- know some common chronic diseases.
- assess personal health habits.
- recognize the importance of government and voluntary and private workers in promoting community health.
- propose ways that individuals can promote community health.
- propose a plan of action to improve disease prevention practices.

Grade Seven

Social-Emotional Well-Being:

- know individual responsibilities that promote relationships.
- identify those general skills that adolescents believe they do effectively or ineffectively.
- identify community services that promote skill development and self-concept.
- identify factors in the environment that cause anxiety.
- identify ways to reduce anxiety.
- practice initiating, sustaining and ending conversations.
- identify passive, aggressive and assertive behavior. (OPTIONAL)
- identify the benefits of being assertive.
- know ways to be assertive verbally and non-verbally.
- demonstrate saying "No" assertively.
- identify personal characteristics.
- identify how self-concept relates to health.
- propose a plan to enhance self-concept.

Physical Well-Being:

- recognize the relationship of the integumentary (skin) system to well-being.
- appreciate the importance of the integumentary system to well-being.
- know the basic structure and function of the skin.
- demonstrate how the skin functions. (OPTIONAL)
- know common skin disorders in adolescence.
- know factors that influence skin health.
- identify ways to promote skin health.
- identify factors that influence posture and well-being.
- know common postural defects of early adolescence.
- assess personal skin health and hygiene.
- identify the importance of being responsible for care of the skin.
- identify community supports related to health of the skin.
- propose goals to maintain and improve personal skin care.
- propose a plan of action to promote skin health and carry it out.

Nutrition:

- know the relationship of food to health.
- know the importance of balanced meals to health.
- identify the major nutrients and their roles in health.
- recognize some important vitamins and minerals that regulate body functions.
- analyze common "fast foods."
- analyze daily eating patterns.
- know the importance of nutritional habits to health.
- identify community health supports that promote nutrition and health.

- propose nutrition goals that improve health.
- propose a plan of action to improve nutrition practices and health.

Dental Health:

- know the structure and function of a tooth.
- identify the effects of environmental factors on teeth.
- research the relationship between fluoride and dental decay.
- analyze a dental product and evaluate its usefulness.
- analyze food choices and their relationship to dental health.
- identify environmental hazards that contribute to dental injury.
- assess personal dental practices.
- relate the importance of being responsible for positive dental practices.
- investigate approaches to dental care and the cost versus benefits of seeking routine preventive dental treatment. (OPTIONAL)
- formulate goals to improve and maintain dental health.
- propose a plan of action to improve and maintain dental health.

Safety:

- analyze factors leading to accidents among adolescents.
- recognize the consequences of accidents to Canadians.
- identify personal and community responsibilities to promote safety in a variety of environments.
- identify different situations occurring on a farm or in northern areas that could result in accidents.
- understand the basic principles and responsibilities of a babysitter. (OPTIONAL)
- understand the basic responsibilities of a snowmobile operator. (OPTIONAL)

- assess personal safety lifestyle.
- know the importance of practicing safety behavior.
- design a plan of action to promote a safety lifestyle.

Environmental Health:

- recognize the function of official health services.
- recognize the importance of voluntary and private agencies and services in community health.
- identify the role and importance of volunteers.
- participate in a volunteer experience. (OPTIONAL)
- recognize common health problems of adolescents in Manitoba.
- know common communicable diseases of youth.
- know common non-communicable diseases.
- know terms associated with cancer and its prevention.
- recognize that cancer represents a broad category of diseases.
- identify agents that cause cancer.
- identify community agencies and services for the prevention and treatment of cancer.
- propose ways that individuals can assume responsibility for health promotion and cancer prevention.
- assess personal health habits.
- know the importance of practicing positive health habits.
- propose goal statements to improve personal health.
- propose a plan of action to promote health and prevent disease.

Grade Eight

Social-Emotional Well-Being:

- recognize the many factors that influence self-concept.
- describe how self-knowledge contributes to a self-concept.

- appreciate the role of assertive behavior.
- practice assertive behavior to resolve conflicts.
- identify important qualities of a friend.
- identify reasons for belonging to a group.
- know how to facilitate boy-girl conversations.
- identify common boy-girl social activities.
- identify dating relationships, expectations and responsibilities. (OPTIONAL)
- assess personal social and emotional well-being status.
- propose a plan of action to improve social and/or emotional well-being.

Physical Well-Being:

- investigate the nature of bones of the skeletal system.
- know the major bones of the body.
- recognize the variety and diversity of function in bones.
- recognize the diversity of function of joints. (OPTIONAL)
- research common skeletal and joint diseases or disorders and their effects on health and lifestyle.
- know the major muscle groups and their functions.
- identify common muscular disorders and how they affect health and lifestyle.
- demonstrate good posture and body mechanics.
- know how to care for common musculo-skeletal injuries.
- propose measures that prevent musculo-skeletal injury.
- assess personal physical fitness.
- recognize community supports that influence personal fitness.
- propose goals and/or a plan of action to maintain and/or improve optimal fitness.

Nutrition:

- investigate the energy content in foods.
- know the concept of energy balance.
- recognize factors that influence energy needs.
- know how to classify foods.
- identify the major nutrients and their roles in health.
- recognize some important vitamins and minerals that regulate body processes.
- identify the important nutrients within each food group.
- know the relationship of energy intake to weight control.
- know the relationship of daily activities to weight control.
- know the major causes of overweight and underweight.
- identify the effect of foods and exercise on total well-being.
- justify reasons to control weight.
- assess body fatness.
- know the importance of practicing weight control.
- propose goals to improve nutrition lifestyle and health.
- propose a plan to improve nutrition lifestyle and health.

Dental Health:

- know the structure and function of a tooth.
- analyze the progression of decay.
- know the consequences of dental disease.
- know the appropriate prevention and treatment of a dental injury.
- identify appropriate school snack foods.
- assess personal dental practices.

- identify the roles of dental professionals.
- identify personal and family responsibility to promote and maintain good oral health.
- formulate short- and long-term goals to improve and maintain dental health.
- propose a plan of action to improve dental health.

Safety:

- identify accidents common to youth.
- identify the costs of an accident.
- know safety rules and regulations that reduce or prevent accidents common to youth.
- know rules to follow to exit safely from a burning building.
- distinguish between the cost-effectiveness of different types of safety equipment.
- analyze electrical accidents.
- analyze common water accidents.
- identify safety procedures to follow in dangerous environmental conditions.
- know emergency procedures to follow in the event of a heart attack.
- assess personal safety lifestyle.
- know the importance of complying with safety rules and regulations.
- design a plan of action to promote a safety lifestyle.

Environmental Health:

- identify community health agencies and services and their functions.
- recognize the changing patterns of mortality in Canada during the twentieth century.
- know the nature of common chronic or non-communicable diseases.
- know the nature of common communicable diseases of youth.

- know the nature of common skin disorders of youth.
- know the blood circulates throughout the body. (OPTIONAL)
- identify major pulse points of the body. (OPTIONAL)
- demonstrate changes in heart rate. (OPTIONAL)
- recognize types of circulatory diseases.
- identify the risk factors associated with heart disease.
- know the signals of a heart attack and a stroke.
- know how to respond in a heart attack emergency.
- assess personal risk factors related to heart health.
- recognize the importance of practicing heart health promotion.
- demonstrate personal commitment to improve heart health.

Grade Nine

Social-Emotional Well-Being:

- recognize the effect of past events on self-concept.
- recognize that self-knowledge contributes to self-concept.
- examine expectations, perceived benefits and restrictions of sex roles.
- identify the influence of sex-role stereotypes on career choice.
- recognize influences on the development of sex roles.
- know the reaction of stress on the body.
- recognize the role of defence mechanisms in coping with stress.
- demonstrate ways to improve interpersonal relationships.
- assess social and emotional health status.
- recognize the importance of using techniques to improve emotional well-being.

- identify community supports that promote social-emotional well-being of youth.
- propose goals and a plan of action to improve life-style and health.

Physical Well-Being:

- know how body systems are classified.
- identify the importance of each body system to total well-being.
- know disorders and malfunctions of body systems. (OPTIONAL)
- appreciate the influence of lifestyle practices on health.
- know the influences on growth and development during adolescence.
- assess physical, social and emotional well-being.
- know the importance of practicing positive health habits.
- identify community health services, agencies and resources.
- propose positive lifestyle practices that promote healthful living.

Nutrition:

- determine effectiveness and suitability of a variety of diets.
- investigate a dietary disease.
- know the etiology and management of diabetes.
- recognize the influence of advertising on nutritional choices.
- know the importance of nutritional information on labels.
- assess and evaluate body fatness.
- recognize the importance of nutrition to health.
- propose nutrition goals to promote health and life-style.

- propose a plan of action to improve nutrition life-style and health.

Dental Health:

- identify how fluorides influence tooth development.
- relate parental diet to the development of healthy teeth in the unborn child.
- know the consequences of plaque build-up on teeth and gums.
- identify foods and snacks that are dentally safe.
- identify how the media influences consumers' selection of dental products.
- know the role of fluorides in promoting dental health.
- assess dental health practices.
- analyze the advantages and disadvantages of recommended dental health practices.
- investigate the career pathway for a variety of dental workers.
- formulate goals and design a plan of action to improve and maintain dental health.

Safety:

- identify common situations where first aid may be needed.
- know the importance of first aid.
- know emergency treatment steps.
- know common first-aid procedures for emergency treatment.
- demonstrate mastery of some common emergency procedures. (OPTIONAL)
- recognize individual and community responsibilities to promote a safe community.
- assess personal safety practices.
- identify careers and occupations requiring first aid and emergency skills.

- propose ways to improve emergency measures at home, at work, or at school.
- propose a plan of action to improve personal safety lifestyle.

Environmental Health:

- identify health services available in Manitoba.
- recognize the cost implications of illness.
- analyze alternatives for controlling rising health care costs.
- analyze a variety of health careers.
- know the structure and function of the male and female reproductive systems. (OPTIONAL)
- know the transmission, nature and consequences of Herpes Simplex II, gonorrhea and syphilis. (OPTIONAL)
- know community support agencies/services for the treatment and prevention of sexually transmitted diseases. (OPTIONAL)
- clarify responsibile actions and decisions concerning STD prevention and treatment. (OPTIONAL)
- assess personal physical, social and emotional well-being status.
- know the importance of being a responsible health consumer.
- propose a lifestyle that promotes optimal health.

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IMPLEMENTATION

IMPLICATIONS FOR ADMINISTRATORS OF HEALTH EDUCATION PROGRAM

The Health Education curriculum is intended to provide a comprehensive program that will enable children and youth to adopt and practice positive lifestyle behavior that enhances personal and community well-being. To this end, the support of administrative personnel to the classroom teacher, students, parents and community is necessary.

To ensure the success of the Health Education program, school administrators should:

- be knowledgeable about the new curriculum guide and its philosophy, goals and objectives, and encourage teachers to do the same;
- recognize the importance of health education in promoting health and preventing disease;
- develop a realistic implementation plan for introducing and maintaining the program;
- understand the importance of ensuring adequate and scheduled time for health education instruction, according to the guidelines of the Department of Education;
- provide adequate materials to support a new curriculum;
- support and encourage the entire teaching staff to participate in in-services, training courses, workshops, university classes, and/or personal upgrading on health-related topics;
- plan in-service days with Department of Education assistance to enhance teachers' ability to use the new curriculum, at the assigned level;
- recognize the need for a variety of media, library resources and classroom references to support the new curriculum;
- identify and contact appropriate community resources to provide expertise and/or support to the program;
- monitor the progress of the program and its effectiveness on health behavior patterns of students.

IMPLICATIONS FOR TEACHERS OF HEALTH EDUCATION PROGRAM

Children can be helped to develop gradually within developmental stages and to improve health behavior when stimulating, suitable activities are available to them. The following suggestions and recommendations will assist teachers in teaching a health education program.

The teacher is encouraged to try a variety of common teaching methods and techniques. Examples in the guide include: presentation, small and large group discussion, out-door trips, exhibits, research projects, demonstrations, audio-visual presentations and role play. Several less common strategies are used extensively throughout middle years such as: decision-making, brainstorming, group discussion, goal-setting, and assertiveness.

- The teacher should create a safe environment which will allow each child to develop socially, emotionally and physically, at his/her own rate, to support needs and growth.

- A health education program must be activity-centered, concrete and experience-based. Tasks must be interesting, yet not too difficult for learners of early grades so that children will enjoy learning about themselves and the importance of practicing health promotion skills.
- Small and large group discussion, role-play, questioning investigations, and problem-solving are used to facilitate "hands-on" activities for students of early years to junior high.
- The teacher should encourage the child to know the reasons for and the importance of practicing behavior conducive to health, including demonstrating and practicing positive health behavior.
- The teacher should be encouraged to select activities that allow children to investigate the environment.
- Because young children have limited experience with community resource personnel and organizations services, the teacher should provide opportunities for children to become acquainted with components of community health through field trips, guest speakers, and community study projects.
- The teacher should identify and contact appropriate community resource personnel to provide support to the program; i.e., guest speaker with professional expertise.
- The teacher should be encouraged to be a health promotion model.

SUGGESTIONS FOR TEACHING THE PROGRAM

- A logical order for teaching the units is as follows:
  - Social-Emotional Well-Being
  - Physical Well-Being
  - Nutrition
  - Dental Health
  - Safety
  - Environmental Health
- Teachers assigned to teach the health education program may choose to reorder these units to take advantage of student readiness, local needs, availability of resources, timeliness of topics.
- It is recommended that the K-9 classroom teacher be responsible for the entire health education program in a given grade.
- In those schools where grades 7-9 subjects are taught by specialists, there may be teachers with specific expertise to whom a portion of the program may be assigned. However, it is recommended that adequate team planning and coordination for teaching and evaluation be undertaken before assigning units.
- In the multigrade classroom situation, it is suggested that the teacher select from higher or lower grades those objectives and activities that are suited for the situation.
- Teachers will note the many opportunities within the health education curriculum to correlate learning across subject areas.
- It is suggested that teachers set aside planning time for each unit of the curriculum in order to use time efficiently, facilitate correlation and to evaluate each unit.

- it is suggested that teachers use every opportunity to reinforce concepts, bring together parts into a whole, and facilitate transfer of learning while retaining the integrity of the health education discipline, using appropriate strategies and methods.

ROLE OF SUPPORT MATERIALS

- Student Textbooks - No student textbook is required for the K-3 program. It is recommended that at the grade 4-9 level schools select from the supplementary list in the Manitoba Text Book Bureau catalogue several volumes of student texts to serve as resources for the entire class.

- Teacher References - A number of teacher references, including those corresponding to the above-mentioned student textbooks, has been identified in the Supplementary Listing in the Manitoba Text Book Bureau catalogue.

- Sets of The Health Education Methods for Elementary School Teachers (Recommended Teacher Background Reading modules, slides and tapes) are available in two formats: a slide-tape presentation or print material that deals with general health education content for teachers, including nutrition, safety, mental health and drugs, body systems and physical fitness, chronic disease, environmental health and dental health.

The slide-tape and print material can be used on an individual basis. These materials have been developed to extend teacher knowledge and are not meant as curriculum material for students. Availability of these materials will be through the Department of Education Library, Regional offices, and University libraries. These can be duplicated at the local level for division distribution and may be used as a self-study program by individual teachers or by groups.

The program was developed by Professor Dexter Harvey of the Faculty of Education, University of Manitoba, and Dawn White, Health Promotion Directorate, Department of Health, Province of Manitoba through the funding of the Health Promotion Directorate, Health and Welfare Canada.

- Teaching Aids - A grade-level package containing a limited number of critical learning materials for students, including methods and ideas, has been developed for three units (Social-Emotional Well-Being, Physical Well-Being and Dental Health). These serve as a mode for starting a collection of resources for each unit.

- Resource Listing - A listing of films, topic-related books, kits, display materials, pamphlets, in-services, and primary resource material has been compiled to accompany the curriculum.

SCOPE AND SEQUENCE

UNIT	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
Social-Emotional Well-Being	special qualities/growth and development emotions/activities with friends/jobs healthful living	special qualities/similarities, differences/growth handling emotions/relationships/responsible health behavior	special interests expressing emotions/friendship new responsibilities/responsible health behavior	self-concept promotion expressing emotions/friendship handling emotions/goals and responsible health behavior	self-appreciation/decision-making skills friendship/emotions/communication personal attributes/goals and responsible health behavior	awareness of self and others/decision-making/friendship/communication personal attributes/self-improvement/goals and responsible health behavior	awareness of self and others self-management/assertiveness personal attributes/goals and healthful decisons
Physical Well-Being	the five senses location/appreciation/care of health habits	senses--touch/smell/taste location/structure/function health practices/goals to promote sensory well-being	senses--sight/hearing location/structure/function importance/care/health habits/goals to promote sensory well-being	major body organs location/structure/function importance/malfunctions/care/health habits/promoting physical well-being	circulatory system location/structure/function importance/heart health/posture/goals to promote healthful living	* respiratory and excretory systems location/structure/function importance/malfunctions/respiratory emergencies/body defences/personal assessment/care/goals to improve health	nervous and endocrine systems location/structure/function importance/malfunctions/care/optical illusions/personal assessment/goals to improve physical well-being
Nutrition	foods and non-foods classification of food groups by color/energy nutritious foods and snacks	food sources and variety classification of food groups by color snacks new and familiar foods assessment of	variety of breads,cereals, milk products food groups and other foods/food and well-being balanced meals/daily require-	fat-rich foods grouping foods/food and health balanced meals/breakfast selection of food/assessment of food/	local and unfamiliar foods food group functions/daily requirements/major nutrients balanced meals/nutritious	major nutrients/food analysis breakfasts digestive system* location/structure/function importance/	nutrients food analysis/digestion and health/personal food patterns nutrition goals

*The digestive system is integrated into the Nutrition unit, grade 5 level.

UNIT	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
Nutrition (cont'd)	food likes and dislikes assessment of meal/effects of eating habits nutrition goals	snacks/good food habits nutrition goals	ments assessment of meals and snacks/nutrition goals	eating habits/ nutrition	breakfasts and snacks assessment of cereals/eating habits and health/ nutrition goals	care/nutrition goals	
Dental Health	importance of teeth/primary and permanent teeth factors contributing to decay/dental practices/ dental services/dental goals	primary and permanent teeth decay process/ factors that promote decay flossing and brushing/ dental health helpers/oral health goals	tooth eruption/ plaque location/dental hazards prevention/ dentally safe foods/oral care assessment/ dental services/dental goals and improvement plan	eruption/ tooth structure and function/dental products/food and decay/ fluorides oral care assessment/ dental treatment and services/goals and improvement plan	healthy teeth brushing and flossing skills/ oral care assessment/ individual and family responsibilities goals and improvement plan	oral characteristics/dental terms and environmental diseases plaque/decay/ dental products and practices oral care assessment/ individual responsibilities/goals and improvement plan	oral characteristics/plaque hazards/dental products and practices/ oral care assessment/ dental health workers/goals and improvement plan
Safety	signs and symbols/hazards/risks/ consequences/ traffic and school bus safety safety rules and helpers/ safe behavior	burn prevention/consequences of play with matches safety helpers/ burn safety/ bus safety practicing safe behavior	hazardous products and hazards strangers/ getting help in emergencies practicing safe behavior	scald and flame burns/traffic safety/safety goals/correcting unsafe places personal assessment/ goals to improve safety	accident prevention/ first aid for minor injuries personal assessment/ goals to improve safety	fire prevention/traffic safety/bike safety personal assessment/ goals to improve safety	accidents/first-aid skills personal assessment/ health workers/ goals to improve safety

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UNIT	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
Environmental Health	clean environment illness and feelings/ factors and habits that cause illness/ hygiene practices health workers/ positive health habits/reporting illness	environment and health/ behavior influencing health body signals and defences/ positive health habits promoting healthful environment/ health helpers preventive health habits	air, water, soil and health/conservation disease transmission/positive health behavior health workers and services/ preventive health behavior	pollution and litter early signals of illness/ reporting illness/litter prevention/disease prevention	unsafe water/ sound and effects on health/communicable disease/ routes of entry/body defences community health/immunization/ goals to improve environmental health	air pollution and health/ communicable and non-communicable diseases/ microbes/body defences/ health products/prevention of air pollution/immunization/ goals to improve environmental health	safe water/ sewage and treatment/litter and solid wastes common childhood diseases/ disease prevention/ chronic diseases personal and community health action/ goals to improve environmental health

BEST COPY AVAILABLE

UNIT	GRADE SEVEN	GRADE EIGHT	GRADE NINE
Social-Emotional Well-Being	groups and members anxiety reduction/communication skills/assertiveness personal assessment/practicing healthful behavior	self-concept influences assertive skills/friends/groups/ dating assessment/practicing healthful behavior	self-concept/sex-role stereotyping stress/communication skills assessment/community resources/ practicing healthful lifestyle behavior
Physical Well-Being	integumentary system (skin) location/structure/function importance/disorders/skin health/ posture/postural defects assessment/care/goals to improve health	skeletal and muscular systems location/structure/function importance/disorders/skin health/ posture/postural defects assessment/care/goals to improve health	body systems: general overview and classification* healthful behavior/assessment/ individual responsibilities for health/community supports for health/goals to improve quality health
Nutrition	favorite foods and value/important nutrients/high and low calorie food/fast foods personal eating behavior/nutrition goals	energy in foods/energy balance weight control fitness/food and health assessment of body fatness/ weight control and health	dietary analysis/dietary diseases advertising and food choices/consumerism/additives assessment of body fatness/nutrition goals and improvement plan
Dental Health	structure and function of teeth environmental factors: fluoride/ dental products/food/hazards oral care assessment/responsibilities/treatment/goals and improvement plan	structure and function of teeth decay process/dental diseases and treatment oral care assessment/dental professionals/responsibilities/ goals and improvement plan	fluorides/effects of prenatal diet/ consequences of plaque build-up/ consumerism oral care assessment/careers/goals and improvement plan
Safety	accidents/responsibilities/safety courses assessment/health agencies/goals to improve safety	hazards/safety equipment/traffic safety/electrical accidents assessment/goals to improve safety	common accidents/first aid: responsibilities and skills assessment/safety/careers/safety in the community

*The reproductive system is integrated into the Environmental Health unit, grade 9 level.

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UNIT	GRADE SEVEN	GRADE EIGHT	GRADE NINE
Environmental Health	health services/volunteering youth health problems/cancer assessment of health habits/ importance of health/agencies for prevention and treatment of cancer/cancer prevention goals	community health agencies/changing patterns of disease/chronic disease/skin disorders heart health: circulatory diseases/ risk factors/heart attack assessment of heart health/heart attack and emergency action procedures/goals to improve heart health	Manitoba Health Services/costs of illness sexually transmitted diseases/ reproductive system * personal health assessment/ importance of community health/ health careers/goals to improve health and optimal lifestyles

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TIME ALLOTMENTS

The program objectives are defined with the intent that as many students as possible achieve success. However, variation in age, experience and capabilities influence the ability of learners to change or modify behavior and make health decisions.

Opportunities to correlate learning across subjects, for example, Physical Well-Being and Life Science, should be taken to maximize and reinforce learning. Also, the content of other subjects should be used to reinforce health skills.

The time allotments below represent the minimum time to achieve the program's objectives.

Grades	Recommended Time
K-3	45 minutes per week
4-6	60 minutes per week
7-9	75 minutes per week

EVALUATION

The goal of health education is to influence favorably the health behavior of students. To evaluate the success of health education, the teacher must be able to measure the degree to which students have: i) improved knowledge and clarified attitudes about health, ii) developed the ability to practice health behavior, and, iii) increased self-esteem and decision-making skills.

COGNITIVE EVALUATION

Evaluation of what students have learned about health must be related to the specific objectives and strategies used from each unit of the curriculum. Devices such as standardized tests, matching questions, short-answer and completion questions, cross-word puzzles, case studies, short essays, completion of sentence stems, multiple choice tests, etc., can be designed for use. Projects and reports give students creative opportunities to portray concepts and principles.

AFFECTIVE EVALUATION

Evaluating the affective domain, or students' adoption of attitudes and values, is difficult. Because there are many sources of information for each child on which to base his/her values (e.g., the home and the society in which he or she lives), all students are subject to errors in perception and interpretation.

Intelligent decisions and value judgments can only be made when the teacher brings an adequate amount of cognitive information to the class. Discussion of facts and alternative points of view are essential before students can make intelligent decisions. The teacher must be clear about his/her own feelings on many issues, and able to present facts about alternative points of view. An accepting, non-judgmental classroom is essential.

Making decisions based on facts and free choice, weighing of alternatives, feeling good about the choice and acting on it habitually or in a consistent pattern is basic to the summative sections of the guide, Promoting Positive Lifestyle Practices. They are introduced first as a teaching-learning strategy in elementary grades to help children clarify goals and solve problems.

Teachers can assess subjectively the degree to which a student develops skill in making decisions and practices health habits at school. Self-evaluation, a feature of Promoting Positive Lifestyle Practices, encourages students to make personal assessments via rating scales, personal diaries, checklists, and self-descriptions of health practices. Action plans and contracts to solve health problems and demonstrate positive health behavior are used at the junior high level.

STUDENTS WITH SPECIAL NEEDS

Health education teaches a set of health behavior skills that students with special needs require to attain quality life and healthful living. Teaching these students successfully requires a sound background of learning theory, characteristics of the learner, stages of growth and development, factors in the environment that influence learning potential, and effective teaching methods and strategies.

The curriculum has been written to provide a variety of student activities from which the teacher can select, modify, extend and/or adapt to meet the needs of students with special needs.

The organizing sections, objectives and strategies in the health education curriculum enable it to be modified, extended or adapted to meet the needs of most students. In special cases, an adaptive program may be appropriate for specific objectives, material and strategies.

Students can be classified as having special needs in the following categories:

Physical - deafness, hearing impairment, blindness; sight impairment; skeletal, muscular, neurological handicaps; general health impairment

Social-Emotional - ranging from mental illness to interpersonal relationship problems

Cultural - language and experiential background effects, poor to uncertain health practices

Spiritual - ranging from well-established values and beliefs, a spirit of community, a sense of aesthetic beauty and love of God, to lesser-established or inappropriate values and religious beliefs

Intellectual - ranging from students with extremely limited or no ability to conceptualize, abstract, synthesize, carry out higher-level affective behavior, or effect highly-skilled psychomotor behavior, to students who are gifted or talented

While few curricular materials have been designed for teaching health education to students with special needs, the new health curriculum focuses on several important educational need areas.

Within the basic units of the program are activities designed to increase self-understanding and to encourage the recognition of the uniqueness of self and others, while focusing on positive personal development

of all classmates. All students are encouraged to explore ways of enhancing interpersonal relationships by improving communication skills, coping with stress appropriately, and developing friendship skills. Specific health behavior skills, such as dental hygiene and personal care skills, safety and survival skills, health promotion-disease prevention skills, selection of nutritious foods, weight control, etc., are stressed in the program as are basic health facts and concerns.

Basic to learning is the development and enhancement in each student of a positive self-image and successful experiences. The teacher who seeks to provide many learning experiences that yield successes to individual learners will not only promote a healthful living environment, but will enhance learning and encourage students to view themselves in a positive manner.

Be sensitive when teaching handicapped children (physically, socially, emotionally, spiritually, culturally), recognize and deal appropriately with signals that might indicate a departure from a student's total health, and be aware that some children may not always be able to apply health concepts outside the classroom for cultural or other reasons.

When teaching physically handicapped students, use community health and education agencies, services and personnel to assist in recognition of poor health of students, management of special equipment in the classroom, management of skilled tasks of daily living, and knowledge of specific health problems of individual students.

The teacher who is sensitive to the needs of slower learners will carefully select those activities that provide the student with basic health knowledge, attitudes and skills, while planning ample opportunities for the learner to practice and apply positive health behavior.

In the case of the gifted and exceptional student, research projects, demonstrations, interviews, peer teaching, visits to agencies, case studies, experiments, displays, debates, models, VTR production, slides, etc., could be assigned or selected to enrich the student's background. Higher level cognitive, affective and psychomotor activities should be encouraged to capture the interest, and promote the creative thinking and optimal development of the gifted or exceptional learner.

There are many opportunities within the health education curriculum to correlate learning across subject areas. It is suggested that teachers use every opportunity to reinforce concepts, bring together parts into a whole, and facilitate transfer of learning, using appropriate strategies and methods.

All students should be encouraged to examine their lifestyle practices, know the importance of using positive health behavior, state goals to improve health and to assume responsibility for adoption of health behavior at home, at school and in the community.

It is suggested that teachers select, from either higher or lower grades, those objectives that are best suited for special needs students. The numbered organizing sections within each curriculum unit will facilitate this approach.

Modifications and adaptions may be more appropriate for specific curriculum topics. Special education teachers and Department of Education staff may be requested to lend assistance. The basic philosophy of adopting positive lifestyle practices for life that optimize quality health can only be emphasized more strongly in relation to special needs students.

Health education is education for living, a value to be desired and optimized by all; certainly it is a priority for students of special needs.

OPTIONAL UNIT: DRUG EDUCATION

The Manitoba Department of Education recognizes the importance of providing drug prevention instruction for elementary and junior high school students.

A program for grades 2-6 has been developed jointly by the Department of Education and the Alcoholism Foundation of Manitoba. Instructional material for grades 7-9 is in preparation at this time (1983-1984). Drug education programs are available on request.

The first unit of the Health Education curriculum, Social-Emotional Well-Being, is a prerequisite to drug education instruction. As well, in-servicing of the primary resource program, Tuning In To Health, is provided on request by the Alcoholism Foundation of Manitoba.

The aim of the program is to assist children and youth in making wise decisions about the interrelationships among drugs, lifestyle behavior and well-being.

The program goal, relating to hazardous products, chemical substances and drugs, is to encourage students to:

- demonstrate knowledge, attitudes and skills that promote positive lifestyle behavior and well-being concerning hazardous products, chemical substances and drugs

The program sub-goals are to encourage students to:

- understand that individual well-being is affected by the use of these substances
- understand the multi-causal factors that influence individuals to use these substances
- understand the effects and consequences of these substances
- recognize the interrelationships of lifestyle behavior and well-being to hazardous products, chemical substances and drugs

OBJECTIVES: GRADE TWO

To encourage students to:

1. Recognize symbols affixed to hazardous products and their meanings.
2. Know safety rules that ensure against injury or death from hazardous products.
3. Know how to handle products bearing hazardous product symbols.
4. Know how hazardous products should be stored and disposed of.
5. Identify hazards that might place children at risk.
6. Know the consequences of ignoring danger signs.
7. Understand the relationship of hazardous products and lifestyle behavior to well-being.

OBJECTIVES: GRADE THREE

To encourage students to:

1. Recognize that prescription/non-prescription drugs when used as medicines can benefit well-being.
2. Know safety rules related to the use of medicines.
3. Comprehend non-verbal and written material about the use of medicines.
4. Show awareness that decision-making about the use of medicines and hazardous products affects well-being.
5. Demonstrate responsible attitudes and behavior when using medicines and hazardous products.

6. Understand the relationship of lifestyle behavior, medicines and well-being.

OBJECTIVES: GRADE FOUR

To encourage students to:

1. Understand that a drug is a substance that changes the function of the body.
2. Understand that chemical substances have proper and improper uses and can be harmful if misused.
3. Know the effects of common drugs on body functioning (nicotine, alcohol, caffeine).
4. Show awareness of the external and internal factors that influence decisions about drug use (peer pressure and advertisements).
5. Be aware of the influence of advertisements on drug use.
6. Understand the process of decision-making as it applies to various situations about drugs and hazardous chemicals.
7. Demonstrate positive health practices that affect the individual's well-being.
8. Recognize the need for maintaining a healthy lifestyle as an individual responsibility.
9. Understand the relationship of drugs, lifestyle practices and well-being.

OBJECTIVES: GRADE FIVE

To encourage students to:

1. Understand that a drug is a substance that changes the function of the body.
2. Understand that chemical substances have proper and improper uses and can be harmful if misused.
3. Demonstrate a responsible attitude towards the use of chemical substances (medicines, drugs, hazardous products and other chemical substances).
4. Understand how tobacco and alcohol affect the body (long- and short-term effects).
5. Recognize how peer pressure to use drugs can be resisted.
6. Demonstrate appropriate coping skills to resist peer pressure.
7. Recognize how advertisements influence consumers.
8. Recognize the need to clarify personal lifestyle patterns concerning drug use.
9. Demonstrate examples of healthy lifestyle patterns and means of improving present lifestyles.
10. Understand the relationship of drugs, lifestyle practices and well-being.

OBJECTIVES: GRADE SIX

To encourage students to:

1. Understand that a drug is a substance that changes the function of the body.
2. Understand that chemical substances have proper and improper uses and can be harmful if misused.
3. Know how drugs are classified.
4. Understand how tobacco affects the body.
5. Recognize how external and internal factors influence decisions to smoke.
6. Demonstrate coping skills to resist peer pressure to smoke.
7. Analyze advertising information and the labels of a variety of products.
8. Understand the appropriate use of community health resources and personnel.
9. Understand the relationship of drugs, lifestyle practices and well-being.

OPTIONAL UNIT: FAMILY LIFE EDUCATION

The Manitoba Department of Education recognizes the importance of providing family life education for elementary and junior high school students.

Two units of a comprehensive program for grades 4 to 9, developed by the Calgary Board of Education, Province of Alberta, have been selected as primary material for instruction.

The first unit of the Health Education curriculum, Social-Emotional Well-Being, is a prerequisite unit to the two components of the Family Life Education program: Families and Human Sexuality. The program will be available on request with in-servicing provided by the Department of Education in its pilot phase 1983-1984. Parental in-servicing and permission for children to participate in Family Life Education classes is essential for this unit of study.

The program goal is to encourage students to understand that the family as a unit of society is the most significant force in nurturing children and youth into being responsible, thoughtful, creative family members and sexual beings.

The program sub-goal is to encourage students to adopt appropriate lifestyle practices concerning human sexuality and family membership that promote growth and development and well-being throughout life stages.

OBJECTIVES: FAMILIES - GRADES FOUR - SIX

To encourage students to:

1. Enhance relationships among family members.
2. Be aware and accepting of various family groupings.
3. Promote effective communication among family members.
4. Be aware of various roles and responsibilities of family members.
5. Examine effective ways of resolving differences among family members.
6. Recognize that it is natural for family structures to change.

OBJECTIVES: FAMILIES - GRADES SEVEN - NINE

To encourage students to:

1. Be aware of the structure and function of families.
2. Be aware of roles and responsibilities of family members.
3. Recognize and understand differences in family structure and function.
4. Build an understanding of ways to enhance family relationships.
5. Identify and understand the changes which occur in families over the lifecycle.

OBJECTIVES: HUMAN SEXUALITY - GRADES FOUR - SIX

To encourage students to:

1. Discuss the concept of sexuality.
2. Increase understanding of one's own sexuality and that of others.
3. Make responsible decisions.
4. Enhance a positive self-concept.
5. Be aware of accurate information regarding sexuality.
6. Be aware of attitudes toward male and female roles.
7. Encourage and enhance parent-student communication.

OBJECTIVES: HUMAN SEXUALITY - GRADES SEVEN - NINE

To encourage students to:

1. Discuss the concept of sexuality.
2. Acquire an open, inquiring attitude to learning about sexuality.
3. Increase understanding of one's own sexuality and that of others.
4. Assume a responsible attitude in expressions of sexuality.
5. Make responsible decisions.
6. Enhance a positive sexual self-concept.
7. Acquire information and correct misinformation regarding sexuality.
8. Encourage and enhance parent-student communication.